



Rising Futures School Brochure



**Rising
Futures**

Empowering every young person
to believe in **themselves**

Rising Futures

Positive futures begin with **self-belief**



Rising Futures empowers students to believe in themselves and succeed both in and out of the classroom. It is tailored to students who may be struggling with low confidence, wellbeing or belonging.

Our coaching approach helps young people strengthen communication, confidence, self-awareness and resilience, equipping them with strategies to overcome challenges. The programme is fully inclusive, designed to meet the needs of a diverse range of learners, including those with SEND.

Personalised **coaching sessions** empower students to identify their strengths and set challenging goals in four Talent areas:



Confidence



Resilience



Communication



Self-awareness

These key talents have a proven impact on students' motivation and engagement at school, their wellbeing and aspirations.

Two immersive trips inspire students to make ambitious choices and enable them to achieve success both in and out of the classroom.

92%

of students last year made a **quantifiable** improvement in **at least one** Talent area.



Intensive Coaching

Personalised coaching enables students to identify their goals and work towards achieving them.



World of Work

Students gain a clearer understanding of working life and are inspired to think about their future by visiting a workplace.



Into the Wild

An action-packed day which challenges students to step outside their comfort zone.

Join our network of partner schools

We've worked
with 70+
partner
schools...

...where we've
supported over
3,650 young
people.



"I am beyond happy with the Yes Futures programme. The programme is a really positive part of the students' school life, and I have already noticed some changes in their self-confidence and motivation at school."

Mr Barry, Year 9 Learning Coordinator, John Henry Newman School



Harry Paige,
Director of
Programmes

If you'd like to **find out more** about becoming part of our network of innovative, forward-thinking schools, please get in touch, I'd love to hear from you!

harry.paige@yesfutures.org

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The Yes Futures programme has been a really positive opportunity for our students.

Students have made noticeable improvements in their confidence and self-esteem, and this has also impacted their performance in the classroom.

I would definitely recommend the programme to other schools."

Vic Goddard, Co-Principal, Passmores Academy

"Working with Yes Futures has enabled me to see many of my students excel in a different environment and surpass my expectations outside of the classroom. I am now working with Yes Futures for the third year and continue to be thoroughly impressed by the impact of the programme on our students."

Ms Freed, Head of Year 11, Hoe Valley School

Frequently asked questions

What is the impact of the programme on students?

The programme has a truly life-changing impact on many students' lives through providing high-impact, personalised coaching and support.

The true impact of our programmes is demonstrated best through stories from the young people we have worked with. Read our series of **case studies on our website here**.

Many schools dedicate some of their **Pupil Premium** budget to incorporating Rising Futures within their personal development curriculum, given our track record of consistent impact.

We produce a comprehensive Impact Report for each of our partner schools with quantitative and qualitative data on the progress of each student (see page 6 for more information).



For over 10 years, we've had a transformational impact on young people:

72%

of students felt more motivated to achieve at school.

88%

of students felt more prepared for the future.

76%

of students have increased their confidence.

84%

of students felt the programme made a positive difference.

Who is the programme designed to support?

The Rising Futures programme has a proven impact on students lacking in confidence and displaying low self-esteem. We typically work with a selected group of students who display some of the following behaviours:

- Withdrawn in group situations
- Hesitant to engage in class
- Under-achieving academically
- Struggling to make eye contact
- Needing support to tackle difficult challenges
- Lesson avoidance
- Likely to give up easily
- Reluctant to take the lead
- Lacking motivation
- Nervous around new people
- Not sure how to identify their strengths
- Low level disruption/defiance

Each student on the Rising Futures programme will face different challenges, but with the right support, can learn to unlock their personal potential. The programme enables students to discover their potential and believe in themselves, to create their own positive future.

We find our most effective cohorts are those with a diverse mix of children and personality types. Students can be from **Year 7 - 10**, and in some cases, schools select students across different year groups.

What is the impact of the programme on my school?

Rising Futures isn't just an extra-curricular enrichment activity, it's a strategic intervention which drives measurable improvements across your school community.

Improved student behaviour, engagement & belonging

Our trained coaches help students regulate their emotions, build resilience and re-engage positively in lessons. Schools consistently report reductions in low-level disruption and increased motivation among participating students.

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Raised aspirations

By combining two inspirational trips with intensive, personalised coaching - students develop a clearer vision for their futures. They return to the classroom more focussed, ambitious and ready to learn.

Strengthened year group culture

Staff often report a transformation in students' confidence and relationships, which has a ripple affect across peer groups and, with careful student selection, often an entire year group.



The coaching sessions have been really helpful because they taught me about resilience and how to build my confidence. When I am facing challenges, I try to calm myself down and think rationally about them."

Year 8 Student, The Nobel School



How often do you see the students?

During the first half of the programme (March – July or September – February) we will see the students **every 2-3 weeks** in term time. This is either for a coaching session or a trip. The second half of the programme is student-led as they begin their self-coaching journey. We will then return to school to follow-up with students for their Forward to the Future workshop at the end of the year (in December for students starting the programme in March, and July for those starting in September). The structure of the programme is given below:

Rising Futures Programme Structure	
Welcome Session	
Coaching 1	
Coaching 2	
Into the Wild Day	
Coaching 3	
World of Work Day	
Coaching 4	
Self-Coaching workshop & Graduation Celebration	
Forward to the Future Workshop	



Personalised Coaching

Students receive a series of one-to-one coaching sessions with a fully trained Coach. Coaches support students to self-reflect and take responsibility for their development, creating aspirational targets and becoming familiar with the goal-setting process.



Into the Wild

Stepping outside of their comfort zone, students come together with other school cohorts on this action-packed day of physical and mental scenario-based challenges.



World of Work

Exploring different career options through valuable, first-hand experience. Students develop their aspirations by visiting a dynamic workplace, meeting professionals and learning about a variety of jobs.



Self-coaching Workshop

Students begin their self-coaching journey, taking responsibility for setting goals for themselves.



Graduation

An opportunity for students to showcase the skills they have developed through the programme and receive their graduation certificate.



Forward to the Future Workshop

Run five months after the Graduation, the Yes Futures team check in with students' progress. Students reflect on their development since the programme and share their next steps for the future.

Will the Rising Futures programme take up lots of my time?

We understand how busy teachers are, so the programme is designed to have minimal impact on your workload. You will have continual support from a dedicated Yes Futures Programme Manager who will take care of all planning, delivery, paperwork (including risk assessments and letter templates) and evaluation of the Rising Futures programme. Whilst you're very welcome to join us on any of the trips (we always allocate one teacher place!), there is no obligation to do so as we fully staff all trips. Similarly, there's no requirement for you to be at the coaching sessions, we're very happy to set up ourselves and collect any late-running students from their lessons.

How do you measure your impact?

We understand how important it is for you to report back on the impact of interventions you are running in school, to governors, Ofsted and parents. Your school will receive a full school-specific Impact Report, clearly demonstrating the impact of the programme on your students, with analysis by key sub-groups including gender, Pupil Premium and SEND status.

Each student will also receive **personalised feedback** on each student as well as their development in **essential skills**, which you can share with parents and carers.

Our award-winning impact measurement tool, the Talent Toolbox, provides a structured approach to the development of soft skills and allows us to accurately measure and monitor students' progress.

The Talent Toolbox measures confidence, resilience, communication and self-awareness. All assessments are evidence-based. This approach avoids biases and ensures reliable, comprehensive data.

Alongside the Talent Toolbox, we conduct baseline and end-of-programme questionnaires with students, parents and teachers, which enable us to triangulate data on students' progress.

Students' Coaches also record observational information following each coaching session. This enables us to continually monitor students' progress throughout the programme.



It has been a really great experience and I feel that many of the children have gained enormously from their participation in the programme.

Your staff have been amazing, so supportive and organising everything has been such a weight off my mind."

Mrs Cooke, Head of Pastoral Care,
Holme Grange School

How much does Rising Futures cost?

We believe every child deserves access to a future-defining experience, regardless of budget. To ensure more children can access our award-winning programmes and to deliver maximum cost-inclusivity for schools like yours, we have introduced a powerful, new model. We are shifting the focus from rigid pricing to Budget-First Bespoke Solutions.

How We Partner With You:

- **No Standard Pricing:** We no longer ask you to commit to a standard fixed price or model.
- **Your Budget is Our Starting Point:** We are committed to building a targeted, high-impact module that fits your school's budget first.
- **Maximum Impact, Guaranteed:** Simply tell us what figure your school can comfortably allocate right now for a student confidence and resilience programme. We will then immediately design a solution that delivers maximum measurable impact for that precise figure.

Our priority is simple:
to build a high-quality programme
that works for your students and
your balance sheet.



**A rare and genuinely
innovative approach
to measurement.”**

Project Oracle
Leading Youth Evidence

We like the sound of Rising Futures – how do we get involved?

We run two cycles of the programme each year: one starting in **March**, and one in **September**. If you'd like to put forward some of your students for the Rising Futures programme, please contact **Harry**, our Director of Programmes, using the details below.

Signing up for the programme is very straightforward.

To secure your places, you just need to sign a School Agreement which explains exactly what you can expect from the programme. Harry will provide you with this once you've confirmed that you'd like to go ahead. Once we have received your School Agreement, we will start your onboarding process.

How does the programme get started?

We provide you with a **template letter to send home to parents and carers** which gives some information about Yes Futures and why their child has been selected for the programme.

Your first in-school session will be a **Welcome Session**, where we introduce the programme to students, explain to them what to expect and get them excited about what's to come! We want students to feel really proud that they have been selected for the programme, and recognise that it's an exciting opportunity. We really value your presence at these initial sessions to make clear the partnership between your school and Yes Futures.

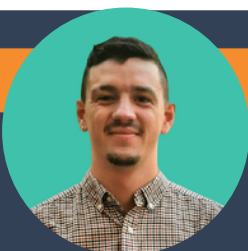
What if I have more questions?

We fully appreciate that selecting a partner to deliver a programme for your students is an important decision. We're very happy to come and visit your school, or to arrange an online meeting. If you'd like to talk through the programme and how it might work for your students in more detail, please get in touch:



Without Yes Futures, I would not be as open-minded or as confident as I am today. Yes Futures has taught me to overcome my fears and take advantage of opportunities I come across in life."

Yushekia, Yes Futures Ambassador



For more information

Harry Paige

Director of Programmes

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